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ABSTRACT

A collection of papers focuses on research perspectives and educational policy and practice concerning language in Africa. Articles include: "Language Policy in Tanzania and the Hidden Agenda" (Rehema Rajabu, Deo Ngonyani); "The Post-Primary Swahilisation Scheme in Tanzania: From Debate to Struggle" (Hermas Mwansoko); "English Language Teaching in Zaire: Objectives and Users' Needs" (Nshindi G. Mulamba); "Teaching Literature in English in Tanzanian Secondary Schools: CInderella or Ugly Sister?" (Richard Mabala); "'Consensus ad idem': English for Academic Legal Purposes at the University of Zimbabwe" (Andrew Morrison, Lawrence Tshuma); "English in Botswana Primary Classrooms: Functions and Constraints" (Jo Arthur); " "Code-Switching in Burundi Primary Classrooms" (Lin Ndayipfukamiye); "Teaching English Language Reading in Tanzanian Secondary Schools" (Akundaeli Mbise); "Beyond Strategy to Resources in Reading in Educational Contexts: When Reading Strategies Become Ineffective" (Deo Numi); "Texts and Classroom Procedures for Critical Reading" (Catherine Wallace); and Epilogue: "Towards Critical Language Awareness in Africa" (Casmir Rubagumya). (MSE)

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